

Top Ten Tips: Getting Our Hands on History

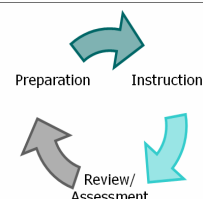
VOLUME 1, ISSUE 6

OCTOBER, 2007

Nancy J Hogan and Patty Walsh Cassidy
nhogan90@gmail.com and pwcassidy@comcast.net

Using the SIOP Lesson Plan Format to help Students Meet State Standards

Teaching Process



Inside this Issue:

Content Objectives	10
Language Objectives	9
Meaningfulness of the activities	8
Content adaptation	7
Building background	6
Learning the Vocabulary	5
Comprehensible input	4
Interaction	3
Practice/application	2
Assessing Learning	1

Tip 10: Define the Content Objectives

In Massachusetts, we begin by looking at the state standards for the students' grade.

If the student cannot meet the objective as stated, we refer to the Resource Guide to the MA Curriculum Frameworks for Students with Disabilities.

Identify where on the entry points continuum the student can compete. If the student cannot meet the modified objectives, access skills can be assessed.

As a last resort, entry points for earlier grade lev-

els may be used, if they are challenging and age appropriate materials are used.

See COACH by M. Giangreco et al for more details on including students with disabilities into the curriculum.

Tip 9: Define the Language Objectives

Consider incorporating objectives from the four competency areas defined by Janice Light (1989): operational, linguistic, social, and strategic skills for can augmented communicators.

Consider objectives from the English Language Arts frameworks for language

objectives.

Tip 8: Meaningfulness of the Activities: graphs, models, visuals can all make lessons more meaningful. Consider making KWL charts while introducing a unit. Constructing concept maps can show relationships between ideas. Visuals make ideas/concepts more concrete.

Meaningful activities integrate lesson concepts with language practice opportunities in listening, speaking, reading, and writing.

Kidspiration 2.1 is a quick and easy way to create concept maps www.inspiration.com

Less Complex

More Complex

ACCESS SKILLS

ENTRY POINTS

The student will:

The student will:

The student will:

The student will:

Ways to increase meaning

- Hands-on manipulatives and realia connect abstract concepts with concrete experiences and student's own life
- Pictures, Photos, Visuals: Helps relate to prior knowl

edge: Include models, charts,

- maps, timelines
- Multimedia: film clips, songs and chants, posters, computer games, etc.--solidifies key concepts into the deep memory

memory

- Demonstrations: Model step-by-step completion of tasks, or model language
- Related Material: Leveled books—both fiction and non-fiction that supplement themes.

Lesson Plan Format :
The Sheltered Instruction Observation Protocol (SIOP)

JANA ECHEVARRIA
CALIFORNIA STATE UNIVERSITY, LONG BEACH

DEBORAH J SHORT
CENTER FOR APPLIED LINGUISTICS

Tip 6: Building Background

- Explicitly link concepts to students' background experience
- Make clear links between students' past learning and new concepts
- Emphasize key vocabulary
- ☑ Try searching TeacherTube to download history film shorts
- Check out Don Johnston's history vignettes, the Incite Think-



series. Both are excellent sources for activating background knowledge.
(www.donjohnston.com)

Tip 5: Learning the vocabulary

There is a strong correlation between vocabulary knowledge and

student achievement. Ways to increase vocabulary include:

- Put Key Vocabulary in context
- Vocabulary Self-Selection
- Personal Dictionaries
- Content Word Wall:
 - Key words are displayed alphabetically
 - Revisited frequently
 - Remove some words regularly in order to keep words to a reasonable number

Boardmaker**Cloze Pro****Kidspiration****Classroom Suite****Tip 5 Continued**

- Concept Definition Map
- ☑ See www.inspiration.com to download a free trial of Inspiration or Kidspiration
- Cloze Sentences Used to teach and review content vocabulary in context.
- ☑ ClozePro is an incredibly fast and easy way to create cloze activities.

- ☑ In Suite, use the locked text and answer fields in IntelliTalk to create activities.
- ☑ Boardmaker and Speaking Dynamically Pro (www.mayer-johnson.com) are other great options.
- Word Generation This is a review of new content vocabulary through analogy.
- Visual Vocabulary:

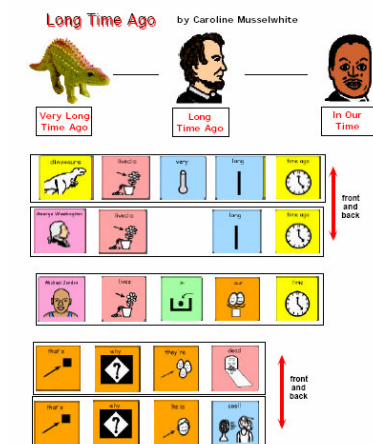
Add a "picture" of a term to a definition of the word.

- Vocabulary through Song—Teach difficult concepts through a song format.

☑ <http://www.songsforteaching.com/>

Tip 5 Continued

- Word Sorts
- ☑ Many software programs handle word sorts beautifully: try the Super Grouper in Kidspiration to make activity worksheets or interactive computer projects.(www.inspiration.com); the classifying template in Clicker5 (www.cricksoft.com);



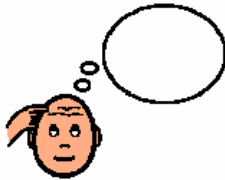
from Caroline Musselwhite's
Songboard CD

or the sorting bins in IntelliMathics,
(www.intellitools.com)

David McCullough: No harm's done to history by making it something someone would want to read.

Tip 5 con't:

Think Alouds—saying out loud what you are doing as you try to use a strategy



- ☑ Think alouds also work well when reminding students about where language is stored on their communication devices.

• Reinforcing contextual definitions—restating a term by giving a context or definition

Tip 4: Comprehensible Input

- Use speech that is appropriate to students' proficiency level—
- Avoid jargon and idiomatic speech
- ☑ www.plainlanguage.gov for a jargon to English dictionary
- Present instructions in a step-by-step manner and/or with demonstrations.

- Present instructions in a step-by-step manner and/or with demonstrations.

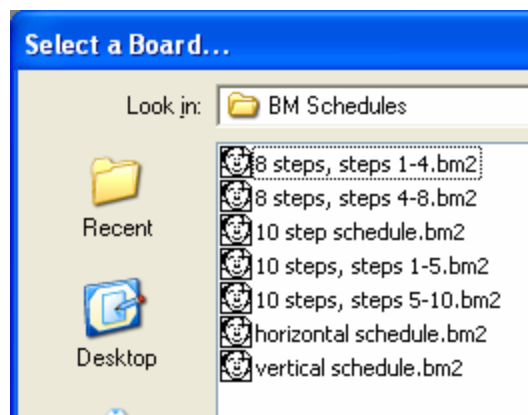
- ☑ Students working at an access level can give the instructions using a sequencing device, such as the Step by Step (www.ablenetinc.com)



- ☑ Aacintervention.com and

www.lburkhart.com both have wonderful resources for writing Step-by-Step scripts.

History is the memory of things said and done. Carl L. Becker



- ☑ Mayer-Johnson has templates available online for creating 10 and 20 step direction sheets.
- Scaffolding: Use verbal scaffolding routinely:
- Paraphrasing—restating student's response to model correct English

Learn all you can from the mistakes of others. You won't have time to make them all yourself. ~Alfred Sheinwold

Tip 3: Interaction

Effective classes are characterized by a variety of grouping structures

- At least 2 different grouping structures
- Vary group configurations from day-to-day to pique interest, and increase student involvement



Tip 2: Practice / Application

Students have a greater chance of mastering content concepts and skills when :

- given multiple opportunities to practice
- practice is in relevant, meaningful ways



<http://attips.pbwiki.com/>

See Nancy's Wiki for additional copies of this handout as well as previous year's handouts

Tip 2: Practice / Application cont.

- practice includes “hands-on “ experiences

Reading, writing, listening, and speaking are **interrelated and integrated naturally**— Practice in any one area (listening, speaking, reading, writing) **promotes development** in the others.

Provide computer adaptations to help students read and write as needed. SDP; Suite, and Clicker5 make it easy to integrate authentic reading and writing experiences.

Don Johnston's Solo Program is a suite of tools that helps students to perform a number of tasks within one environment.

Check out Literacy Starters, also by Don Johnston.



“ Writing development is inextricably tied to reading development; writers grow in their ability to craft a particular genre through being immersed in opportunities to read, write, and look closely at the works of others. ”

From www.donjohnston.com

Teach students how to access the vocabulary on their SGD or light tech boards.

Tip1: Assessing Learning

Authentic Assessment:

- Multidimensional—ex: students' writing, videotapes, projects, group responses...

- Use of a rubric defines level of learning

☒ <http://rubistar.4teachers.org/index.php> offers a simple rubric maker



- Group responses: students quickly give their answers to questions, for example:

Thumbs up/down, holding up a specified number of fingers

Enrichment Text:

Intended to be read to beginning readers to develop oral language and background knowledge.

Transitional Text:

Intended to be read *with* beginning readers to support simple word-reading strategies.

Conventional Text:

Intended to be read independently by beginning readers so they decode and understand unfamiliar text written at their level.

Multiple representations of text offers:

- A Universal Design for Learning (UDL) solution—paperback book and computer book
- Auditory and visual supports for different learning styles
- Access to printed text
- Practice with age-appropriate content

http://www.donjohnston.com/products/start_to_finish/literacy/index.html

SIOP Information from:

<http://www.siopinstitute.net/>

<http://www.misd.net/bilingual/ELL.pdf>